OCT 17 1917

SCHOOL AND SOCIETY

EDITED BY J. McKEEN CATTELL

Volume VI SATURDAY, OCTOBER 13, 1917 Number 146

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$3.00 A YEAR PUBLISHED WEEKLY 10 CENTS A COPY

THE SCIENCE PRESS

LANCASTER, PA. GARRISON, N. Y.

NEW YORK CITY: SUB-STATION 84

Entered as second-class matter January 2, 1915, at the Post Office at Lancaster, Pa., under the Act of March 3, 1879

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ACADEMIC SLAVERY[1]

I UNDERSTAND that the subject "Academic freedom" was selected for this afternoon, rather than the speaker who opens the discussion. He may have been led here only as an exhibit of the university professor tamed to the recitation of censored platitudes. The professor might, indeed, retort that it is not he only who is kept; there are others for whom silence is silver and flattery gold. The clergyman habitually speaks an ambiguous language; the lawyer does not look upon telling the truth as his business; the physician is an opportunist in what he reveals and in what he conceals; the editor may be employed to advocate policies in which he does not believe; playwrights and novelists write, artists paint, for the market; even the president of the nation may keep his ear to the ground.

But in fact the professor has no right to hide in the crowd. It is not thieves alone who have a code of honor. Each group has its moral etiquette and its unpardonable sin. The soldier may get drunk and get syphilis, but he must not desert his post; the lawyer may try to deceive the jury and the court, but he must not betray his client; the physician and the clergyman may flatter and conceal, but they must try to save lives and souls; the university professor may be "fonder of glory and vain," a snob and a cad, but in his teaching and in his research he must tell the truth as he sees it and seek to see the truth as it is.

The right and the duty of the professor to carry forward his investigations with the single aim to know things as they are and to communicate the results of his work to his colleagues in his own field are not openly questioned. The astronomer not only says that the earth does move, but compels the church to move with the earth. The biologist not only teaches organic evolution, but has forced an evolution of theological dogmas to fit the facts of science. It is said that psychology lost its soul long ago and is now losing its mind. The sad news may be questioned; but in case of conflict the cow must make way for the locomotive engine. In economics it may be possible to disprove the law of supply and demand; it can not be simply repealed.

None the less it is true that the limits of freedom of teaching and of speech are set. The rules of the game of science must be observed. The professor who should teach his students that the earth is flat, that we had no prehuman ancestors, or that disembodied souls frequent Boston seances, would probably find academic freedom no safeguard against internment in the psychological equivalent of the asylums provided at Bellevue and Waverley. An insane man is only one who is in a hopeless minority and refuses to admit the circumstance. It is not likely, but it is possible, that the rest of the world is mad. There is a scientific orthodoxy to which the university professor must subscribe.

So, too, there is a popular sentiment to which he must submit. Most questions of physical and biological science have passed outside the field of emotional reaction. It does not now trouble people that there should be more than seven planets or that

[1] After-luncheon address, read before the Twentieth Century Club, Boston, May 18, 1917.

an ark 300 cubits in length could not hold a million species of animals. But there still remains a certain hierarchy of the sciences in their exemption from the control of tradition. Thus an instructor having recently been dismissed from a denominational college on the ground, as was reported, that he taught organic evolution, I made inquiry of the president about the matter. He replied that he did not object to the teaching of organic evolution, but to the neglect of the instructor to impress on the students the fact that it was guided by God. Now this same president would not expect the professor of physics to explain to students that masses of matter attract each other inversely as the squares of their distances because God so wills.

Even in one of our larger universities a biologist who should teach that the legalization of abortion and infanticide were for the benefit of the race, or that a mixed system of polyandry and polygamy were the best eugenic procedure, would scarcely be tolerated. In my laboratory we have found that one fourth of negroes surpass in intelligence the average of whites. No one objects to this in New York, and even in the south the limited superiority of the whites is not unacceptable. But if it had proved that the average negro is by native endowment more intelligent than the average white, it would certainly be more comfortable for the investigator to live north of the Mason and Dixon line. In history, economics and sociology there is more room for emotion and less for convincing application of the method of science. The extent to which the rights of property are sacred can scarcely be measured, and people are likely to view the question from the point of view of the amount of property which they possess. We all admired Herr Liebknecht for his courage in opposing the German war lords and Mr. Bertrand Russell for his efforts to prevent enlistment and conscription in England, but it is not likely that similar tribute will be paid to an American who follows similar courses.

We live in a world of relativity and compromise. We have instincts, emotions and passions, as well as intellect and reason. The latter are comparatively recent acquisitions of the race; the scientific method is a modern tool or toy, a doll in the arms of a little girl who knows not what it means. The most distinguished philosopher of America and one of its greatest men, William James—by birth a New Yorker as Benjamin Franklin was by birth a Bostonian—tells us that "we have the right to believe at our own risk any hypothesis that is live enough to tempt our will" and that "The true is the name of whatever proves itself to be good in the way of belief, and good, too, for definite, assignable reasons." If truth is the expedient in thinking, it may adjust itself to the professional code of the learned and equally to the sentiments of those who in Berkeley's phrase are "undebauched by learning."

It is probable that freedom of speech in our universities, while re-echoing the advance of science, will become more and not less subject to the limitations of professorial etiquette, as represented by the mediocrity of the group, which in turn will increasingly submit to expediency in thought and speech, as it now submits to expediency in behavior. The Anglo-Saxon peoples appear to have completed their great era of individualism. We are passing into a period of economic and social control. There is no longer an unexplored and unoccupied earth for the adventurer and the empire builder; the frontiers have been submerged in the Pacific. Vast cities and complicated industries force us into municipal and state socialism. Economic *laissez faire* breaks down as soon as combinations and monopolies can be organized which

exact unearned tribute. Even our pleasant vices become crimes; prohibition will not retain specific application to only one of them. We must, however, remember that the democratic and socialist movement levels up as well as down. If we control the activities of robber barons or of men who beat their wives, we increase the liberties of those who are robbed or beaten. We have done away with slaves and serfs; we shall do away with subject races, subject classes, a subject sex.

It does not seem likely that we can adopt economic socialism and maintain intellectual individualism. The same conditions of complicated democratic civilization which limit freedom of action for the benefit of the majority will also limit freedom of speech and of thought. It is now illegal not only to advocate violence or make a libelous statement, but to unite to advise people not to patronize an objectionable firm, or to communicate in private methods of birth control. What will probably happen in the future is forecast in the present emergency. After the German military machine had invaded Belgium, we were directed to be neutral in thought as well as in speech and in act. Now not only are our bodies conscripted, but we must be partisan in speech, and, if we think otherwise, our thoughts must be hidden.

If it is proper to conscript bodies and souls when the nation is at war, there is no reason why the same methods should not be used for the supposed welfare of the nation at other times. It may be that free speech is the best weapon, not only for attack by the individual, but also of defense for the group. But this depends on the relation between the correctness of the reaction of the individual in speech and of the group in action. I do not want to kill Germans or university presidents because I do not approve all their activities; but I like to be free to express both my admiration for individuals among them and my prejudices against some of their official performances. While I may foresee a society socialized in speech and in thought as well as in property and in conduct, I prefer a less regulated world. I live a mile from my nearest neighbor and five hundred feet above him; and I like to maintain also a certain detachment in speech and in thought. But such unsocial behavior is an inheritance from an unregulated past. One may not want to be an angel in a crowd of angels, always singing in unison with the choir, and yet see the desirability and inevitability of that condition in the days to come.

In the meanwhile we do not live in a world of angels. Some of us live in a world of university trustees, presidents, deans, heads of departments, secretaries, registrars, superintendents, janitors and the like, and it seems that they at times impose limitations on behavior and on speech beyond those warranted by the existing order, or such superior wisdom as they may possess. Indeed the professor can usually appeal from academic discipline to the general public in the expectation of sympathy there. Public opinion is at present a more generous master than academic officialdom. A university president has stated in one of his official reports that a professor "ought not to be retained through fear of clamor or criticism" but the university president has an eye to expediency as well as to his personal moral imperative, and publicity may be regarded as a safeguard of academic freedom, as it is of other kinds of freedom in a democracy.

The worst abuses of academic freedom are not those which are exploited in the newspapers. When one of the largest private universities refused to reappoint an assistant professor, it was in a way acting within its rights. But the fact that this man had awakened the opposition of the

vested interests on which the university depends for support caused a storm of protest against his dismissal from which the institution will long suffer. The same university has just now retired a distinguished leader in radical economics on reaching the age of sixty-five without giving him the usual title of professor emeritus. This has attracted a certain amount of attention in a limited circle, and the institution suffers somewhat for its unwisdom. But there was appointed a year ago as head of the school in which these two professors taught a dean from outside the academic profession who will see to it that there is no occasion in the future to dismiss or retire men appointed to chairs in the institution, by the simple method of having there men who are acceptable to the interests. But this circumstance passes unnoticed.

The power of appointment and promotion, of increasing salaries and awarding positions of influence in the university, are the subtle and sinister influences limiting the freedom and the independence of the professor. A college president told me once when I recommended a professor of philosophy that he could not appoint a man with socialist leanings. There was, he said, altogether too much of that sort of thing already among the students. My reply that this was an argument for the selection of one who would have the sympathy of the students and guide their cruder impulses did not appeal to him. A professor was in fact appointed who had nearly the same attitude toward social questions, but his views were not known when the selection was made. It may clearly be of material advantage to a man to hide sentiments not approved by the powers that be. Even more insidious in its evil effects is the failure to promote in an institution an instructor or assistant professor whose studies lead him to conclusions not acceptable to those who bear the purse. And it must be remembered that while in the private universities this is likely to be a man who reaches conclusions unacceptable to men of wealth and social prominence, it may in state-supported institutions be a man who does not accept the views of the controlling political party or who supports policies supposed by the people to be reactionary.

Dismissal of a university professor from a reputable university as a result of publishing or teaching the conclusions of his investigations is sporadic and under control. The disease which is endemic in the university is subordination of the teacher to the academic machine, a kind of hookworm disease which leaves the entire institution anæmic. It is obviously undesirable for the university to make itself responsible for the utterances of all its officers or of those who speak within its rooms, as seems to be done when outsiders such as Mrs. Pankhurst, Mrs. Skeffington and Count Tolstoi are denied this privilege. The reaction of public opinion to such sporadic folly is sufficient to explain the degree of academic freedom which the professor has attained. But this has doubtless been facilitated by the fact that the president wants to maintain freedom of speech on controverted questions. He is not likely to have scientific investigations to communicate, but he wants to bare his bosom to the political lightning. The president and the trustees do not necessarily all belong to the same political party, but they are likely to be sheltered under the wings of each party which flap in unison. And if the president makes speeches on social and political affairs a precedent is set; The King can do no wrong.

The academic group has reached the stage of self-consciousness typified by the formation of the American Association of University Professors and has even adopted a creed in the report of its committee on

academic freedom and academic tenure. This document states clearly the position that we have reached. Trustees must not dismiss a professor for teaching or publishing the results of investigations which in both substance and manner are approved by his colleagues. It is an important advance to have this position recognized, and it will as a result soon become legalized. But as a matter of fact professors have not often been dismissed by trustees in order to control the results of research or of the facts taught in classes. When a professor is dismissed it is nearly always because he is *persona non grata* to the president or to influential colleagues.

When a clergyman is hunted for heresy, search his manners rather than his doctrines. A society man may break the seventh commandment and all the rest; but he must regard the most trivial rules of etiquette. A member of the British cabinet may involve the nation in an unjust war; but he must in his Latin quotations use the curious accent taught at Oxford. So in the university the professor is not in so much danger from the conclusions he reaches and teaches as the result of scientific inquiry, as from speech or activities that rub the wrong way his superior officers. By the nature of things professors do not often have new ideas, and when they do it is not at all likely that they concern any one except their fellow specialists or can be regarded as subversive of any possible orthodoxy or preventive of any possible gift. But every instructor and professor is in daily relations with his students, his colleagues and the whole academic hierarchy.

The position of the teacher in the university is somewhat like that of the domestic servant in the family, and he must exploit the virtues of the domestic servant in order to have his privileges increased and his wages raised. There is, however, one significant difference. The domestic servant, if he does not like his work or his master, can always get a new place; the professor must submit to things as they are, lest he be put on the employers' black list. There are often good reasons for a professor's wishing to leave the institution with which he is connected—for example, it always has a president—but he can't. Neither is he often discharged. Why should he be? He is paid less than he is worth; he is faithful in the performance of his duties; he is respectful in the presence of his superiors.

Long years ago, when I was a student at the University of Cambridge, an American arrived there one day with his wife and sent to the master of Trinity College his card on which he was inscribed as president of a certain university. The institution did not have an international reputation, but an invitation to dine at the lodge was naturally extended. When the guests were assembled the first question asked was concerning the number of professors at Excelsior University. To which the president replied: "At present, sir, me and Mrs. Tompkins is the faculty." There are larger universities in which "L'état c'est moi." It is said that a man remarked to a friend in a Berlin café, "Der Kaiser ist toll"—the emperor is crazy—and found himself immediately arrested by an inspector for lèse majesté. With presence of mind, he said, "But I was referring to the Austrian Kaiser." "Nonsense," said the inspector, "every one knows that *he* is not crazy." It is in a miniature reproduction of this environment that the professor sometimes enjoys the academic freedom which allows him to teach that two and two do make four in spite of any prejudice to the contrary in the community.

As a matter of fact the community may still have such prejudices but it no longer exploits them. It is not academic freedom in the classical sense which is seriously

in question, but the limitations in speech and conduct which university routine imposes. A member once rose in the British Parliament and said: "Mr. Speaker, is it parliamentary to call the gentleman who has just spoken a damned liar?" "Certainly not," was the reply. "Then," said the member, "I have nothing to say." The university professor usually has nothing to say, as it is unparliamentary to say anything about the university and its administration except complimentary commonplaces. I once incited one of my children to call her doll Mr. President, on the esoteric ground that he would lie in any position in which he was placed. But it would not do in the case of any particular president to hint that he resembled anything except a monument of himself erected by public subscription.

It is not dismissal which is the difficulty, but the dependence on favor for advancement in position and in salary and for the little offices and honors about the institution which serve in lieu of salary. The instructor may marry, but unless he has selected wealthy ancestors or a wife with money, she must make the bed and wash the dishes. The professor must attract students to his courses, but he may have, at all events he does have, on the average only one child and three quarters. It is useful for him to obtain bright colors for his commencement gown and to appear regularly in the bibliography of university publications. Letters are to be answered promptly and neatly on the typewriter and grades are to be posted at the specified date. It is desirable to speak in faculty meetings, but only so long as the policies and the prejudices of the president and the dean are reechoed. It seems at times as though the whole organization of the university is better suited to the courtier, the adventurer or the mediocrity than to the man of genius or of fine temperament.

Lest I may be charged with exaggeration, or rather in order that I may quote authority for the use of exaggeration, I may repeat the interview between Sir Isaac Newton and the university official, as related by one who has done so much for education and for this city in the administration of the Institute of Technology. President Maclaurin once wrote in a journal that I edit:

> The superintendent of buildings and grounds, or other competent authority, calls upon Mr. Newton:
>
> *Superintendent:* Your theory of gravitation is hanging fire unduly. The director insists upon a finished report, filed in his office by 9 A.M. Monday next; typewritten and the main points underlined. Also a careful estimate of the cost of the research per student-hour.
>
> *Newton:* But there is one difficulty that has been puzzling me for fourteen years, and I am not quite . . . .
>
> *Superintendent* (with snap and vigor): Guess you had better overcome that difficulty by Monday morning or quit.[2]

J. MCKEEN CATTELL

THE MUNICIPAL UNIVERSITY

I. ITS ORIGIN AND ITS GROWTH

The municipal university—the one thing needed to complete our American system of higher education.

So declares President Charles W. Dabney, of the University of Cincinnati, the

[2] This address is printed as it was read in Boston last spring, but in view of recent events I may be permitted to add that when President Maclaurin was professor at Columbia University he had his own troubles with the superintendent of buildings and grounds, whom the president of the university appointed to be dean of the Schools of Applied Science, to the astonishment and against the wishes of the faculty. President Maclaurin can justly take pride in the extraordinary progress of the Massachusetts Institute of Technology, so that it is no longer in the same class with the Schools of Applied Science of Columbia University. But he will join with me in deploring the fact that the present disparity between the two institutions is made larger by the deterioration of the Columbia schools.

leading city university of the world. His words are approved by many of the prominent educators of America. Dr. J. McKeen Cattell, of Columbia University, expresses the belief that this "will probably be the most important movement of higher education in the next generation"; while the U. S. Commissioner of Education, P. P. Claxton, looking into the near future, prophesies:

> Probably within a quarter of a century most cities of 200,000 or over and some even smaller, will have such institutions at the head of their system of education, organizing all other agencies, directing their energies and inspiring the people to strive for higher and better things.

Perhaps the first intimation, even to many educators of rank, of the genuine importance of this new effort in popular education, came with the announcement in November, 1914, that a meeting of presidents of *city* colleges and universities had been held at Washington, and an Association of Urban Universities formed. Then for the first time many a college professor began really to understand what it means to vitalize education. For the municipal university is destined to become the social and economic dynamo of vast concentrated masses of our population. It has been recognized for a long time that the city is in need of scientific construction and reconstruction, and that this requires intelligent, responsible, skillful leadership; but this open recognition of the university's duty to the general city public is a thing of the last three decades. Probably originating in the university extension work of some daring institutions, it resolved itself into the theory that if the people can not come to the college the college must come to the people. To-day it is being realized that this principle can be most thoroughly followed in the relationships between the city and its municipally owned university.

The city is the logical site for a great school. Colleges in villages and towns are not prospering. The old-fashioned theory of keeping boys away from "the temptations of the great city" has proved fallacious; for, as some wiseacre has said: "God made the country, and man made the city, but the devil made the small town." The city is in itself largely a university. It affords libraries, museums, hospitals, asylums, art galleries, great industries, experts in every field, and such varied types of society that it is in itself a vast experimental social laboratory. Here is opportunity to learn all things, save possibly agriculture, through actual observation and experience. It is but natural that the municipality should begin to see its unrivaled ability to educate its own citizen leaders.

Again, this is the age of cities. The back-to-the-soil movement has not been a pronounced success; it has failed to tempt any appreciable percentage of Americans away from the advantages of the city. In fact, during the last decade, the rural population of some states—Ohio, for instance—has decreased nearly seven per cent. The rural population of America is now down to about fifty-one per cent., and surely this is sufficient; for it is apparent that fifty-one people out of every hundred should be able to produce enough food for the other forty-nine. In some eastern states, the rural percentage is only thirty-eight, and is still declining. Doubtless, the new tendency to *countrify industries*, to move factories from city to open territory, will counteract to some extent this present decline; but few, if any, of our cities will actually decrease in size because of this.

Practically all the great universities in history have been located in cities. The famous institutions at Padua, Rome, Leipzig, Berlin, Copenhagen, Edinburgh and Glasgow are examples. In medieval days the so-called University of Paris was so widely scattered over the city that the in-

habitants complained of being run over by crowds of students scurrying from the lecture room of one professor to that of another. Sometimes the early cities recognized such colleges as semi-municipal, and granted them funds; but for the most part these foreign universities have been supported through state aid and private donations. This has been, for example, the condition in Germany. But within the last two decades the German cities have begun to realize the need of genuine municipal colleges, where less theory and more actual technical training might be presented than in the great state schools, and doubtless if the war had not occurred, we should to-day be hearing much about these radical departures in German higher education.

Thus in October, 1914, the Municipal University of Frankfort-on-the-Main was inaugurated with ceremonies scarcely equalled in dignity by any similar occasion. The tone of the whole event indicated that here was something new under the sun; for, though the state of Prussia stubbornly retained the right to appoint all professors, this was a deliberate effort on the part of a city to free itself intellectually from state domination. A brief examination of the development of this institution may be enlightening as showing how easily and almost unconsciously a city university may gradually come into existence. In 1688 the Frankfort city library was established. Then came a city medical institution and in 1763 these two and some semi-public museums were combined into the Senckenberg Institute, so named from one of the noted medical investigators of the city. Early in the nineteenth century this institute was almost in a bankrupt condition; but note the method of its rescue. In 1816 the Polytechnical Society was founded; then in 1817 the Senckenberg Natural History Society, and in 1824 the Physical Club and the New City Library. Now began a concerted cry for new buildings. The clubs and societies were performing public service; they were entitled to working space. The founding of the Hochschule or Technical College in 1866 and the City Hospital and Clinic in 1896 pointed unerringly to the need for a grouping of the educational forces into one great plan. Then in 1903 more than two million marks were raised for the Carl Jugel Institute, and then followed a union of this institution with the city Academy of Social and Commercial Science. By 1910 the hue and cry for a concentration of all these forces into one great plant with adequate buildings could no longer be ignored, and after careful deliberation the city council authorized in March, 1912, the establishment of a municipal university. Thus the united efforts of at least nine societies, clubs and small institutions so wrought upon the civic mind that a great and rich university of infinite possibilities has resulted.

The same evolution had reached a fruitful stage in various other German cities just before the war began. In 1912 a similar plan of grouping many smaller educational efforts around the city Colonial Institute was proposed at Hamburg, and large sums were appropriated. The same year Dresden began to group the city technical high school, the veterinary college and other institutions into a university and practically $5,000,000 was donated for the purpose. Cologne was at the same time following a similar plan, while in October, 1911, Dusseldorf built around its city commercial college a university for training in municipal administration.

The development of the city university has been no less remarkable and rapid in Great Britain. In 1800 the British Isles possessed but seven universities; since then seventeen new ones have been created, and seven of these are less than fifteen years old.

To-day the following are practically municipal universities: Birmingham, Leeds, Liverpool, Sheffield, Bristol, Belfast, and the so-called National University of Ireland. The type of work undertaken by these schools would make the old-time masters of Oxford and Cambridge turn over in their graves. For, in these inventions of modern education the traditions of the two venerable universities have been ignored, and the new schools are offering courses that lead to perspiration as well as inspiration. They are real universities, it must be remembered; all possess colleges of liberal arts and schools of engineering and applied science and medicine, and nearly all have in addition full fledged colleges of music, pharmacy, commerce, education and law. Moreover, they reach the sweaty multitude in a manner undreamed of when Tom Brown went to Oxford; for classes meet at night as well as in the day, and extension lecturers "wag their pow" in all parts of town and country.

Moreover, these young schools are studying the needs of the community workers, and are adapting their courses accordingly. Thus the University of Sheffield offers strong courses in metallurgy, especially of iron; the college at Nottingham—to some extent municipal—makes a special study of lace and hosiery; while Leeds goes into the chemistry and texture of cloth, leather and dyes. The British have quickly acknowledged the usefulness of such radical changes in education, and consequently these municipal universities receive liberal funds, not only from their own cities, but from the neighboring counties, and even from Parliament. Indeed, in some cases Parliament has granted as high as forty per cent. of the total annual income. Moreover, the national government has so thoroughly recognized their coming importance that it has appointed national representatives to sit in the governing board with the municipal representatives and members from those workers' associations that have contributed to the funds.

Is it not evident that the municipal university idea is likely to develop into a world-wide movement? Originating in the United States as early as 1837 with the founding of the College of Charleston and the University of Louisville, it practically lay dormant until within the last fifteen years when it suddenly began—probably through the example of the University of Cincinnati—to develop surprising momentum. It is true that several municipal colleges opened between 1837 and 1900; such as the College of the City of New York in 1847, the University of Cincinnati in 1871 and the University of Toledo in 1884; but it was not until the beginning of the present century that the true function and the high importance of this new type of college dawned upon the municipal mind.

Only two institutions in America were originally founded as genuine municipal universities—the College of the City of New York and the University of Louisville; but others established on private endowments have been taken over by cities until all those just mentioned, besides the University of Akron, established in 1913, and Hunter College, New York City, are *bona fide* municipal; while the following institutions, controlled and financed by the municipality because of their city normal work, are recognized by the U. S. Department of Education as of college rank: Chicago Normal School, Harris Teachers' College, St. Louis and Campbell College, Holton, Kansas.

Evidently the idea is contagious; for within the last five years a number of the larger universities of America have assumed a semi-municipal character that bids fair ultimately to transform them into municipally owned institutions. For instance, New York University lately inaugu-

rated classes for municipal employees, held in the municipal building. Nearly 300 city workmen are enrolled in such immediately applicable courses as accounting, business English and the government of New York City. Another effort in municipal cooperation is found in the highly valuable investigations in city affairs now being conducted by graduate students, and in the graduate seminar held in the municipal building, where city records are always near at hand. Again, in 1914, the university established the so-called Government House, an institution where students mingle with voters and political workers and come into direct touch with political efforts of a non-partisan nature. Once each week the director of the House holds a seminar dealing with some phase of city administration, and on some other night in the week each student takes charge of a club meeting somewhere in the city, and directs the discussions of young voters and prospective citizens.

Likewise, the University of Pittsburgh, while not a municipal institution, certainly approaches the type in its cooperative work. It has indeed received money from the city for special purposes, and has aided in numerous civic movements. The students in the engineering department spend one term of eleven weeks of each school year in Pittsburgh factories; the students of sanitary engineering work with the city health department; the school of mines regularly sends instructors to neighboring mining towns to conduct classes; the department of economics reaches over 600 daily through its extension courses in business law, insurance, real estate and accounting; and the directors of the observatory offer lectures free to the public every night during much of the year. Probably the most practical work of all is that done by the Mellon Institute of Industrial Research, associated with the university, an institute which, by means of its fellowships provided by Pittsburgh industries, investigates problems of grave industrial and civic import.

It is apparent that the municipal university movement is no mere passing fad; it has come to stay. Numerous large cities are inquiring into the possibilities of it—Cleveland, Ohio, and San Diego for instance—and state codes are undergoing examinations to see how far a city may go in this direction. For if a city college is to prosper, it must not be hampered by state laws constructed by rural legislators; it must be sensitive to the wishes of its own citizenship. The College of the City of New York was for years badly restricted and limited by its charter, and only in the last four years has really begun to exert its legitimate influence. At present thirty-five states make no provision in their codes for such municipal institutions; but in many of these states the absence of direct denial of such right might be interpreted as permission. Thus, Virginia has educational laws so broad that any city in the commonwealth might establish a city college; Mississippi's code gives the city such broad powers as to make the plan most feasible; while New Jersey, with its law providing education for all between the ages of five and twenty, might legally allow cities to establish such colleges.

The state of Ohio is the only commonwealth expressly declaring in its code that cities may establish municipal universities and levy a special tax for the purpose, and probably for this reason the three most active city universities in America—those of Cincinnati, Akron and Toledo—are in this state. Certainly in these three cities it is being proved that the municipal college is the cheapest agency for higher education yet devised in America, and at the same time the most steady and permanent financially; for the people of a city will not long see their own institution suffer, while

the university income normally increases as the wealth of the city grows. The annual revenue for Cincinnati, for example, is about $4,552,000; the university, receiving only 4.85 cents on each dollar of this, flourishes and does magnificent work.

Independent of the caprices of millionaires, free from the domination of ignorant and prejudiced state legislators, gaining the enthusiastic good will of a compact body of people through its unceasing service to them, the city university is the most truly democratic form of advanced education known to man. Appealing to the interest and pride of the average working citizen, it rises with the rise of that citizen's intelligence, and its every effort to better his condition returns material rewards to itself. It is enriched through its own giving; the expenditure of its own vigor but adds to its vitality.

CARL HOLLIDAY
TOLEDO UNIVERSITY

EDUCATIONAL EVENTS

THE GARY SYSTEM IN NEW YORK CITY

IN the face of figures just published by District Superintendent of Schools Joseph S. Taylor, showing marked improvements in the Bronx schools achieved by the Gary system, Max F. Wolff, chairman of the legislative committee of the Public School Neighborhood Federation, announced on October 8 that he had been summoned to appear before the Grand Jury to present his organization's objections to the Gary system and the general management of Bronx schools.

"I placed the federation's request for Grand Jury investigation into the Bronx school situation before the jurors, just as I always do with requests of that character," District Attorney Martin said. "I told the Grand Jury that I would be satisfied with any decision it made, and if Mr. Wolff has been summoned, I suppose my office has received word that the schools will be investigated.

"The federation presented a mass of data, pages and pages of which I haven't had time to read, but I know there is general dissatisfaction with conditions here, and something ought to be done. The Board of Education hasn't given the Bronx much satisfaction, and a presentment from the Grand Jury might be a good thing. The federation presented much material concerning waste in contracts and evils connected with building of schools. Those matters might lead to indictments."

Superintendent Taylor says Gary schools of the district have made it possible to reduce part-time children 7,298, and pupils receiving four hours' schooling 2,781. While it would have cost $2,600,000 under the old system to obtain proper accommodations for the present attendance, according to Mr. Taylor, $2,667,900.60 applied to the Gary system has provided the same thing and 5,000 additional sittings.

STUDENT REGISTRATION AT HARVARD, YALE AND COLUMBIA

THE registration at Harvard shows a falling off of 40 per cent., there being 1,804 students fewer than last year. The loss was greatest in the law school, where only 234 men registered, compared to a total last year of 738. Thus the law school has scarcely a third of its former numbers. On the other hand, the medical school shows an actual increase of thirty. The graduate schools of arts and sciences, of architecture and of business administration, also lost considerably over half their enrollment.

As was to be expected, the upper classes in Harvard College lost much more heavily than the lower classes. Only half of the senior class returned and 44 per cent. of the junior class. The sophomores, however, lost only 30 per cent., and the freshmen are within 145 of their normal numbers. On the whole, the registration in the college is satisfactory, even considerably greater than was expected. The total figures for the university were lowered by the great decrease in the graduate schools other than medical. This is, of course, due to the fact that more of the graduate students are of military age and that many of them have technical training, which is wanted in the various war activities. In former years the figures for the first day's registration have subsequently

increased about five per cent., and such will probably be the case this year. The figures for the first day's registration are as follows:

College	Registration 1917	Decrease in Numbers from 1916	Decrease in Percentage
Seniors	199	199	50
Juniors	332	270	44
Sophomores	433	192	30
Freshmen	535	145	27
Unclassified	67	45	40
Out of course	15	34	70
Total	1,581	885	36
Graduate School of Arts and Sciences.	202	226	53
Graduate School of Business Administration	63	112	66
School of Architecture	13	26	66
Bussey Institution	3	8	73
Divinity School	16	13	45
Law School	234	504	68
Medical School	374	30[1]	8[1]
Dental School	185	30	14
Total University registration	2,671	1,804	40

The total registration of Yale University shows a falling off slightly in excess of one third, bringing it from 3,300, approximately last year's figure, to about 2,000. This reduction is due to the fact that a large majority of the undergraduate students who were of age and physically fit have entered military or naval training or service. The college will number about 875 students, as against 1,502 last year, and the scientific school somewhat in excess of 600, whereas the total enrollment last year was 969. Not only is the reduction sharp in the upper classes, but the two undergraduate freshman classes both fall slightly under 300, as against 453 in the class of 1920 last year and 377 in the class of 1919S. An academic senior class numbering about 100 members is a good indication of the inroads which war conditions have made upon the Yale enrollment. With the exception of the medical school, where the enrollment appears to be the same as last year, every department of the university reveals large losses. There has also been a sharp reduction of numbers in the university faculty.

[1] Increase.

At Columbia University the losses from enlistment and other causes are comparatively small. Figures compiled on September 29 last, the end of the opening week, show that 9,016 attended the university last winter, while 8,454 entered this semester. Of the various departments which have recorded a decrease, Columbia College has suffered the least, the figure of this year being but five short of that of last winter. There are 1,148 men in the college at present. Some of the other schools, however, have not fared so well. The school of mines, engineering and chemistry, for example, has a registration of but two thirds of last year's, and architecture shows a loss of fifty per cent. Law has 178, as against 414 in 1916. Journalism, with 68, has lost nearly half of its students, although this is largely accounted for by the fact that the first and second-year men are now registered in the college. In the graduate faculties there are 750 as compared with 1,046 last year. Teachers College has 1,936 students, which is practically the same as last winter. The other departments record an increase over their figures of 1916. The school of medicine has added 90 to the 411 of last year; business has increased from 30 to 57; Barnard reports 636, against 587 in 1916; pharmacy has registered an increase of 14, and extension teaching has 2,510 instead of 2,450.

THE PSYCHOLOGICAL EXAMINATION OF RECRUITS

Last spring a committee on psychology was organized, with the approval of the council of the American Psychological Association, by the National Research Council. This committee consists of J. McKeen Cattell, G. Stanley Hall and E. L. Thorndike from the National Academy of Sciences; Raymond Dodge, S. I. Franz and G. M. Whipple from the American Psychological Association, and C. E. Seashore, J. B. Watson and R. M. Yerkes from the American Association for the Advancement of Science. Dr. Yerkes, this year president of the American Psychological Association, lately professor of comparative psychology at Harvard University, and recently elected

head of the department of psychology at the University of Minnesota, is chairman of the committee, and has been made a major in the Sanitary Corps in charge of the section of psychology of the army which has been established in the office of the surgeon general.

A number of committees were organized and are now at work on different problems connected with the conduct of the war and national efficiency, partly under the auspices of the office of the surgeon general and partly in the office of the adjutant general. Information concerning the work of the committee on the psychological examination of recruits has been communicated to the press.

The members of that committee are Dr. Yerkes, W. V. Bingham, professor of psychology, Carnegie Institute of Technology, Pittsburgh; H. H. Goddard, director of research, the Training School, Vineland, N. J.; T. H. Haines, professor of medicine, Ohio State University; L. M. Terman, professor of educational psychology, Stanford University; F. L. Wells, psycho-pathologist, McLean Hospital, Waverley, Mass., and G. M. Whipple, professor of educational psychology, University of Illinois. This committee met continuously for two weeks' planning methods and tests. The seven men then separated, went to various parts of the country and applied the methods in actual practise. After making about 500 examinations they gathered again for two weeks and worked over the methods.

Six weeks after the first gathering of these psychologists, their test sheets, report blanks, etc., were ready for the printer. Arrangements were made for a trial of the method under working conditions with large numbers of men. About 4,000 men in regular organization camps, officers' training camps and naval stations were examined, and special attention was given to correlating the ratings from the psychological examinations with the ratings prepared by the usual army methods.

The results of these thousands of examinations were sent to Columbia University, where under the direction of Professor Thorndike, and with the cooperation of Professor Cattell, Professor Woodworth and other members of the department of psychology, ten assistants and computers worked a month assembling and analyzing the statistical results. Again the seven psychologists went over their method in the light of these 4,000 examinations, to make further improvements.

The psychological examinations are now in progress in four of the national army cantonments: Camp Devens, at Ayer, Mass.; Camp Dix, at Wrightstown, N. J.; Camp Lee, at Petersburg, Va., and Camp Taylor, at Louisville, Ky. There are about 160,000 men to be examined in these cantonments, and each will receive an intelligence rating as a result of the psychological examination.

The work is undertaken, first, to supplement the medical examination and, second, to give line officers estimates of the mental ability and special aptitudes of their men. Reports of the psychological examinations will be made to the chief surgeon of the camp or the psychiatric officer in order that those mentally incompetent may be considered for discharge, and to the regimental and company officers in order that they may use this additional information concerning their men for the improvement of the service.

PUBLIC LIBRARIES AND EDUCATIONAL JOURNALS

THE following memorandum was addressed on July 2, 1917, to all members of the National Society of College Teachers of Education and of the National Society for the Study of Education:

> The undersigned will be under great obligations to those professors of education who will give on the enclosed slip the names of from one to five educational journals which it would be desirable to have in public libraries. It is hoped that the slip will be returned; it need not be signed.

There were received 253 replies, the number recommending different educational journals being as follows:

SCHOOL AND SOCIETY	221
School Review	179
Educational Review	156
Elementary School Journal	108
Educational Administration	73
American School Board Journal	67

Journal of Education	57
Journal of Educational Psychology	55
Education	46
Teachers College Record	42
Pedagogical Seminary	28
School and Home Education	27
A State or Local Journal	21
Normal Instr. and Primary Plans	11
The English Journal	8
Primary Education	7
Journal of the N. E. A.	7
Religious Education	5
Elementary Teacher	5
National Geographic	4
School Science and Mathematics	3
London Journal of Education	3
Psychological Clinic	3
Playground	3
Child-Welfare Magazine	3
Kindergarten Review	3
New Republic	3
12 others	2
26 others	1

This information was obtained for librarians as expert and impartial advice by the leading professors of education of the country on the journals which public libraries should have. It may, however, be of interest to readers of SCHOOL AND SOCIETY.

There may also be quoted the opinion of one of our best informed and most distinguished librarians, Mr. John Cotton Dana, director of the Newark Public Library, who wrote in an editorial note in the first number of *The Museum* (May, 1917) which he edits:

> SCHOOL AND SOCIETY, edited by J. McKeen Cattell, is the best journal of education we have. Not only is it good in content, it is also admirable in form. We planned this Volume I., No. 1, to follow its general style precisely.

THE CONSOLIDATION OF THE SCHOOL JOURNAL AND THE TEACHERS MAGAZINE WITH SCHOOL AND SOCIETY

The School Journal and *The Teachers Magazine* have been purchased and consolidated with SCHOOL AND SOCIETY. *The School Journal*, established in 1874 by Amos M. Kellogg for the advancement of modern methods in education, was long our most influential educational journal, attaining a weekly circulation of 50,000. *The Teachers Magazine*, established in 1878, a monthly journal of great importance, had at one time 125,000 subscribers. We hope to publish in an early issue of SCHOOL AND SOCIETY a history of these journals and of their contributions to the advancement of education.

EDUCATIONAL NOTES AND NEWS

FOLLOWING the dismissal of Professor J. McKeen Cattell and Professor Henry Wadsworth Longfellow Dana by the trustees of Columbia University, on October 1, Professor Charles Austin Beard, head of the department of political science, presented his resignation on October 9. His letter of resignation is printed elsewhere in this issue. Professor John Dewey, head of the department of philosophy at Columbia, has made for publication the statement: "I regard the action of Professor Beard as a natural consequence of the degrading action of the trustees last week. I, personally, regret very keenly the loss to the faculty of Columbia of such a scholarly man and a teacher of such rare power."

DR. CHARLES HUGHES JOHNSTON, professor of education in the University of Illinois and editor of *Educational Administration and Supervision*, was killed in an automobile accident on September 3.

DR. PETER WESTLEY MCREYNOLDS, president of Defiance College, Defiance, Ohio, died from injuries and his wife was killed outright near Curryville, Ind., on September 26, when their automobile was struck by a railroad train. Dr. McReynolds was born in Kokomo, Ind., on March 16, 1872. He became president of Defiance College in 1902.

THE Sheik el-Islam, Selim el-Bichri, president of the El-Azhar University, the principal center of Moslem teaching in the world, has died in Cairo, at the age of ninety years.

THE Rev. Dr. Anson Phelps Stokes, secretary of Yale University, has been chosen principal of Hampton Normal Institute, to succeed the late Dr. V. B. Frissell.

DURING the absence, on account of illness, of Superintendent Maxwell Associate Super-

intendent Straubenmüller has been appointed Acting City Superintendent of New York City.

AT the last session of the general assembly of the University of South Carolina, the chair of pedagogy of agriculture was established at the university and Professor Victor E. Rector, principal of the Antioch Industrial school, Hartsville, and a member of the house of representatives from Darlington county, was elected as the first incumbent.

SUPERINTENDENT F. E. FULLER, for many years in charge of the public schools of Sioux county, has been appointed professor of rural education at Iowa State Teachers College.

PROFESSOR C. ALPHONSO SMITH, formerly of the University of Virginia, has been appointed head of the English department in the Naval Academy, Annapolis.

DR. WILLIAM SCOTT GRAY, assistant professor of education at the University of Chicago and dean of its College of Education, has been engaged, in cooperation with Associate Professor J. Franklin Bobbitt, of the same institution, in conducting tests of oral and silent reading among the pupils of the Indianapolis schools.

PROFESSOR CHARLES HUBBARD JUDD, director of the school of education, University of Chicago, has been designated to edit a series of leaflets prepared by the Food Administration and the Bureau of Education for school children, in accordance with the suggestion of President Wilson advocating that the younger generation be brought into closer touch with community and national ideals. The leaflets will deal with problems of American life in such a way that school children will learn through utilizing the resources of their immediate community what part they are to play as members of a great nation and citizens of the world. Three series will be issued each month, one for the fourth, fifth and sixth grades; another for the seventh, eighth, and first year of high school; and a third for the three upper years of high school.

THE government has called to its service Michael W. Murray, principal of a high school at Newton, Mass., who with the rank of major will superintend the work of vocational training of disabled soldiers. Mr. Murray came to Newton from Springfield in 1907 and has been successively director of manual training in the grades, director of the Newton Independent Industrial School and since 1911 principal of the Vocational School. He has also served on the state board as an investigator of industrial conditions and has assisted in making several school surveys. The Newton School Board has given Mr. Murray a leave of absence for the continuance of the war.

LIONEL SIMEON MARKS, professor of mechanical engineering in Harvard University since 1909 and holder of the same chair in the Massachusetts Institute of Technology since 1914, has been engaged by the National Advisory Committee for Aeronautics to take charge of experiments in connection with the airplane construction which it is making at the Bureau of Standards in Washington, and he will be stationed there for an indefinite time.

COLONEL HARRY L. HAWTHORNE, U. S. A., retired, has been appointed professor of military science and tactics at Harvard University.

ADMIRAL COLBY M. CHESTER, U. S. N., retired, a graduate of the Naval Academy in 1859, has been detailed by the Navy Department as professor of naval science at Yale University.

HENRY E. SNAVELY, of Myerstown, Pa., has been elected superintendent of schools at New Castle, Del.

PRINCIPAL E. T. SHEPPARD has been elected superintendent of the schools of Marcus, Iowa.

AT the University of North Dakota Dr. E. T. Towne, recently of Carleton College, Northfield, Minn., has been appointed professor of economics and political science and head of the department and also director of the new course in commerce. Dr. George M. Janes, of the State University of Washington, has been appointed assistant professor of economics and political science. Dr. Janes will teach especially the courses in commerce and business administration.

PROFESSOR SAMUEL N. SPRING, of the Cornell department of forestry, has been requested by Director J. W. Toumey, of the Yale Forest School, to give courses in the Yale school during the first term of next year, taking the place of one of the regular professors who will be absent on war duty.

PROFESSOR ARTHUR U. POPE, of the department of philosophy of the University of California, is to spend the first half year of 1918 as a lecturer at Amherst College.

DR. DAVID JAYNE HILL, formerly assistant secretary of state of the United States and ambassador to Germany, will give a lecture at the opening of the McBride course for 1917–18 at Western Reserve University. Dr. Myron T. Herrick, former ambassador to France, will preside. Dr. Hill's subject will be "The constructive power of democracy." In his lecture he will consider some of the problems of rebuilding Europe.

AN indefinite postponement of the proposed celebration of the fiftieth anniversary of the opening of Cornell University has been recommended by the executive committee of the general Committee on the Semi-centennial. At a meeting held in Ithaca on September 29 the executive committee voted unanimously to recommend that, on account of the participation of our country in the war, the celebration planned for October, 1918, be postponed.

AMERICAN colleges in Turkey are resuming their sessions. Smyrna college reopened on October 1. Robert College has 300 students and the Girls' College has an attendance up to its full capacity.

THE University of Vermont has been selected as one of the six institutions where men will be trained for the Signal Corps of the United States Army. This will be the training school for the Northeastern Department, which includes the New England States.

THE San Francisco Public Education Society has been formed to supervise the carrying out of the recommendations of the recent school survey made by the United States Commissioner of Education. This society is made up of club women, business men, labor leaders and others, and was brought into existence through the effort of the committee that secured the services of the commissioner. The aims of the society are set forth as follows:

To concentrate the forces aiming to give San Francisco the best possible system of public schools.

To provide a clearing house for all agencies and individuals interested in the public schools.

To provide a convenient meeting place for school people and laymen.

To provide for the spreading of exact knowledge and for the study of every phase of public education in San Francisco.

To provide for continuity of effort for the improvement of educational conditions.

THE report of the school survey committee on organization and supervision of the Ohio schools recommends that the Ohio superintendent be given power to originate and enforce policies, rules and regulations affecting the public schools of the state without being handicapped by a legislature which too often may be approached effectively only through political influences. Ohio's state superintendent has hitherto had much less actual power and authority in the matter of school regulation than do similar officials in other states.

THE appellate division of the Supreme Court heard an appeal by the New York City board of education in a test case which, if affirmed by the higher courts, is expected to-day to cost the board of education millions of dollars. The question hinges on the amount to be deducted from a teacher's pay because of absence on account of illness. In the case of Mary A. Broughton, plaintiff in the test suit, the board divided her annual salary by the number of school days in a year and deducted one part for each day absent. She contends that one three hundred and sixty-fifth of her salary should have been deducted. The action was tried before Municipal Justice Levy, who held that the teacher's contention was right. Arthur C. Mandel was engaged by the Allied Teachers' Association to conduct the litigation in their behalf. The case will eventually reach the Court of Appeals.

AT Cincinnati, according to the *School Index*, 590 pupils originally enrolled this year

as desiring to take German, upon learning that their study of German would necessitate a transfer to another school, have decided to take up only English work. This brings the total enrollment in the German classes in the elementary schools down to 7,079 for this year as compared with 13,856 enrolled last year. Principals of twenty-one schools in which no German is taught because of the small number electing the subject report that but eight pupils have asked for transfers to other schools where German is taught.

UNDER the direction of Superintendent F. E. Spaulding, special classes in citizenship and English are planned for the benefit of foreigners in Cleveland. The work which has been assigned to Mr. A. W. Castle will include night classes in citizenship and English through the four grades of the elementary schools, shift classes in factories for employed men, afternoon classes for women, with kindergartens for the care of infants, extension schools in junior and senior high schools for graduates of elementary courses, a naturalization school and a special two-week course in the normal school for teachers of citizenship classes.

THE State college at Bozeman has planned and, with the approval of the chancellor of the University of Montana, will offer this fall a war emergency course of one year in secretarial studies, including shorthand, typewriting, office practise, and perhaps some work in accounting. Correspondence conducted by the secretarial department of the college last May indicated that there is to be an abnormal demand during the war period for office help, even of very limited training. The effect of the selective draft law is to take a large proportion of the able-bodied young men from the various activities of business life. Many of these are taken directly from the business offices. Again, large numbers of young women who are now doing office work must be drawn upon for other parts of the business where they will take the places of the young men.

YALE UNIVERSITY has decided to begin immediately the erection of the new Harkness dormitories and has secured building permits which estimate the cost of the structures as about $3,000,000. James Gamble Rogers, architect of the new buildings, has awarded the construction contract to Marc Eidlitz & Sons of New York City. The Harkness group will consist of seventeen distinct buildings and will form a new campus, bounded by Elm, York, High and Library streets. The buildings will provide dormitory facilities for every member of the academic department.

THE special Princeton faculty committee appointed to consider problems arising out of the war has decided that men may now get their degrees at Princeton University in three years, instead of four. These degrees may be obtained by a special intensive course of study and work during part of the summer vacations. For the men who have not completed their college course, it is the university's intention to present special engraved war certificates, setting forth that the holder was a student in good and regular standing and left to enter his country's service.

THE Howard Association of Great Britain has issued its report for 1916. The number of delinquent children was about 37,000 before the war and has now risen to 50,000. In 1915 there was an increase of 25 per cent. in committals to reformatory schools and 17 per cent. to industrial schools. The available schools are now full.

THE schools in England have been invited to apply for "war savings" lantern slides, designed to show the connection between civilian effort and the war. The first two sets are entitled "Goods and services" and "Food production and the future." These deal with civilian work, particularly that of women. The third shows pictures which were taken on the Western front. The fourth will deal with sea-power. The object is to encourage war saving and to reduce needless spending, so that larger resources may be at the country's disposal for productive and defensive work.

IT was stated at the last meeting of the Newcastle (England) Education Committee that a letter had been received from the New-

castle Teachers' Association stating that about 95 per cent. of the teaching staff in the elementary schools of the city had decided to refuse any war bonus payments in the future. In the correspondence before the committee the Director of Education in Newcastle said the committee had no desire or intention to "play" with the important question of scales of salaries by unduly delaying the consideration of a new scale. The preparation of the new scale of salaries would be proceeded with after the publication of the report of the Salaries Committee.

THE *British Medical Journal* states that at a meeting of the London County Council, on July 17, a scheme formulated by the Education Committee in conference with certain technical institutions for providing technical training for disabled sailors and soldiers was considered. It provides that all the disabled men shall be interviewed first by a rota of expert advisers from the institutions concerned. The trade panels (which have been or are being appointed by the London War Pensions Committee) will supply the rota with details of the outlets available, and particulars of special training for each type of outlet. The disabled man will then be directed to an institution, where he will be interviewed by the trade panel, and if it be decided that the training asked for is applicable to his case, he will be placed in turn for the starting of the next group in such training or for the next vacancy in an existing group. The committee will watch over the work and progress of the candidate, and at the end of his training will put him in communication with a firm willing to find specific vacancies for men so trained. The scheme came into operation as from July 1. The London War Pensions Committee is to pay for teachers' salaries or part salaries in respect of this particular instruction.

THE state of Wisconsin has passed an Act empowering the school board of any school district or the board of education of any city to provide for the exchange of any teacher employed by such board for a teacher of any school district of any other state for a period not exceeding one year. Any Wisconsin teacher so exchanged will be deemed to have taught for the exchange period in the school district in which he or she was employed at the time that the exchange was made. The Act further provides that the teacher from another state who takes the place of the Wisconsin teacher shall be assessed for the benefit of the Wisconsin teachers' insurance and retirement fund the full amount which would otherwise have been assessed against the Wisconsin teacher so exchanged, and such assessment shall be credited to the Wisconsin teacher.

THE demand for graduates of state nautical schools to officer the new American merchant marine has led to the provision of two new school-ships by the cities of Seattle and San Francisco, and it is probable that other American cities will follow their lead. Up to now there have been but three school-ships, those maintained by New York, Massachusetts and Pennsylvania. The difficulty is to secure the ships. The New York Nautical School has the old gunboat *Newport*, which was lent by the Navy Department, but the school authorities are in daily expectation of a requisition for the vessel's surrender.

COLONEL LEONARD, of St. Catharine's, has created a fund to provide scholarships to be held by the sons of British soldiers, sailors and clergymen as teachers at Ridley College, St. Catharine's; Wycliffe College, Toronto; the Royal Military College, Kingston, and the Royal Naval College, Halifax. The annual proceeds first available will amount to £1,000.

THE supply of school books in Germany will soon be exhausted, according to the *Vossische Zeitung*. Publishers of school books have been notified that they may use what stocks of paper they have on hand, but they will not be allowed any more paper for books.

DISCUSSION AND CORRESPONDENCE

EUGENICS AND COLLEGE EDUCATION

TO THE EDITOR OF SCHOOL AND SOCIETY:

That college women and, to a less extent, college men have a low marriage and birth rate is a familiar fact, into the causes of which

careful inquiry should be made. A fruitful controversy has been carried on for a number of years in various publications, Miss Lockwood[1] and Professor Johnson[2] having written on the subject in this journal. The latest contribution, from Dr. Dearborn,[3] can not pass unchallenged, for he endeavors, not altogether unsuccessfully, to remove the controversy from the field of objective inquiry to the field of mysticism. For him serious scientific analysis of a problem "savors of the patronizing systematist, rather than of the seer really knowing in the motives and complexities of human real-life." Dr. Dearborn's own communication, in its dogmatic tone, accords with the best traditions of the seer profession, but does not offer any new facts and disregards most of the old ones. It seems to me important, therefore, that the facts of the case be restated, lest the situation remain hopelessly confused. The following five propositions could be amply supported by citations of published evidence, did space allow.

1. College men and women form a class whose racial contribution is likely to be qualitatively superior to that of the average American.

2. The marriage rate of college men is about 75 per cent., geographical and social conditions appearing to affect it very little.

3. The marriage rate of college women is much more variable and uniformly lower. In some of the coeducational colleges of the middle west it reaches 60 per cent. or even 70 per cent., while in other institutions, including all the separate women's colleges of the east, and such widely different coeducational colleges as Stanford and Syracuse, it is below 50 per cent.

4. Neither college men nor college women have a birth rate high enough to reproduce the group. So far as is known, however, the birth rate of college men is about twice as high as that of college women. For example, the number of children[4] per graduate is, at

Yale	1.99
Harvard	1.71
Syracuse (men)	1.66
Vassar	0.9
Wellesley	0.86
Syracuse (women)	0.83
Bryn Mawr	0.37
Wellesley (honor scholars)	0.20

The number of children per *married* graduate is, at

Yale	2.57
Harvard	2.51
Syracuse (men)	2.06
Vassar	1.82
Wellesley	1.56
Syracuse (women)	1.46
Bryn Mawr	0.84
Wellesley (honor scholars)	0.57

5. It is a national calamity that eugenically superior persons should contribute to the next generation only a small fraction of a child each.

I do not hesitate to classify this fifth proposition as a fact, although it is not accepted as a fact by such intelligent educators as Miss Lockwood and Dr. Dearborn, the latter of whom declares that at best it represents "long outworn ideals" and otherwise[5] is maintained only by a few people "for narrow, sometimes academic, reasons of their own."

The above five propositions will, I think, be accepted by all who have given the facts sufficient consideration. If true they demand such social action as will change them, so as to bring the fecundity of these superior

[1] SCHOOL AND SOCIETY, March 4, 1916.

[2] SCHOOL AND SOCIETY, June 9, 1917.

[3] SCHOOL AND SOCIETY, August 4, 1917.

[4] I give the gross birth rate in every case, since the child mortality is in some cases not known. If the net birth rate (which is the significant one, eugenically) could be given, it would make an even more alarming showing.

[5] Dr. Dearborn insinuates that Professor Johnson's desire to see a higher net birth rate in the superior part of the population shows him to be "an old-time partisan of large populations for militaristic or for religious reasons." This is likely to give the members of the Birth Control League of Western Pennsylvania, who elected Professor Johnson chairman of their organization committee because of his activity as a propagandist for birth control, an unfavorable idea of Dr. Dearborn's judgment.

people at least to the point of perpetuating their own numbers—which would require that the college women marry in at least as high a per cent. as the college men now do, and that each family bring at least three children to maturity.

1. *The Marriage Rate.*—It is probably not feasible to expect a very large increase in the present 75 per cent. marriage rate of college men, although the average age at marriage of this class should be lowered. It does, however, seem reasonable to expect a valuable increase in the marriage rate of college women, if the causes which keep it low could be found and removed. Eugenists believe that the causes may be roughly classified as unavoidable and avoidable. Under the first heading must be placed those girls who are inherently unmarriageable, either because of a physical defect or, more frequently, an emotional defect, which makes girls unattractive to men or inclines them toward celibate careers and away from marriage and motherhood. Opinions differ as to the proportion of college girls who are inherently unmarriageable. Any one who has been much among them will testify that a large proportion of them are not inherently unmarriageable, however, and their celibacy must be classed as avoidable. It may be because

(*a*) They desire not to marry, from the necessity of earning money to support parents, or from a preference for a career, or from the development of a cynical attitude toward men and matrimony, due to a wrong education; or

(*b*) They desire to marry, but can not, for a variety of reasons such as:

(i) They are educated for careers, *e. g.*, school teaching, in which they have little opportunity to meet marriageable men.

(ii) They are suspected by some young men of being inefficient and extravagant, and hence discriminated against in favor of girls who have been educated in home-making and mothercraft as well as in more purely "cultural" subjects.

(iii) They have remained in college past the age when they are most attractive, and when the other girls of their set have already secured the most eligible men of the set as future husbands.

(iv) On account of their education, they demand on the part of suitors higher educational ethical or financial qualifications (or most likely all three) than average men, or the young men of their acquaintance, possess. Men with such qualifications being relatively rare in the population, the law of chance shows that the college girls will have difficulty in meeting them. Such girls pass the marriageable age while waiting for suitors who are above the average in *all* respects.

(v) Being better educated than the young men whom they meet in business or at home, the latter are afraid of them. A man who is imbued with the venerable dogma of feminine inferiority is rarely willing to marry a girl who knows more than he does, unless she is willing to conceal the fact.

These supposed factors, and many others which might be mentioned, are not of equal weight. They must all be tested quantitatively, and if established must, where desirable and feasible, be modified by appropriate changes in the education of men and women. At present they are established mainly by the testimony of those who have studied the problem most carefully—principally alumnæ, who frequently show keen insight and remarkable candor in analyzing the defects of the education they have received. This testimony is so strong as to make many of us feel certain that a change in the character of women's education would produce a striking increase in the marriage-rate. This is not only the case in the large women's colleges of the east (although they are the most prominent offenders and the smuggest in their official defense of nunnish ideals which are repudiated by a large part of their alumnæ), but in many of the coeducational colleges such as Stanford, in which there is too much zeal expended in putting the young women into pedagogical careers. In a soundly-organized society it is not enough that college women should have as high a marriage rate as the average. As long as the girls who go to college are eugenically a superior class, their attendance ought

to increase their probability of marriage, above that of the average girl. As long as any college fails to ensure this, it will be a dangerous element in society.

2. *The Birth Rate.*—Undoubtedly the main factors in an increase of the birth rate among college graduates will be such eugenic changes, economic and social, as will produce a general rise in the birth rate of the happiest and most efficient part of the population. Nevertheless, there are indications that the low birth rate of alumnæ is in part due to something in their education. Men who graduated from a given college have larger families than do women who graduated from the same college. The college women who are most highly educated —for example, the honor students at Wellesley —have fewer children (or a smaller fraction of child each, to be exact) than the average college women. There is a great deal of evidence which leads to the conclusion that women college graduates would have more babies, if they received a more human education.

In a characteristic bit of mysticism, Professor Dearborn seems to admit this, when he affirms his belief that statistical and biological data do not "make a baby's difference, so to speak, compared with human motives of love and culture and ideal nurture." Not being a seer, I do not know of any method of studying the problem of human evolution, except by the quantitative treatment of biologic data. And I have noticed that most of the biologic problems which were solved *without* study and analysis of the facts did not stay solved. But while plodding along in their slow collection, classification and correlation of the facts, eugenists will welcome any move to bring more "human motives of love and culture and ideal nurture" into the curricula of all colleges, whether they be filled with women, or men, or the two sexes together. I hope that Professor Dearborn himself will devote some of his enthusiasm and energy to this innovation; but I fear that he will get little encouragement from the colleges themselves. And if one may judge by their past and present attitude, it does not require a seer to prophesy that no colleges will resist more stubbornly than the separate women's colleges of the east.

PAUL POPENOE
AMERICAN GENETIC ASSOCIATION,
WASHINGTON, D. C.

QUOTATIONS

HOUSECLEANING AT COLUMBIA

IT may be expected that the action of Columbia University in dispensing with the services of two professors who have done their best to bring that institution into disrepute in the eyes of patriotic Americans will provoke from persons who do not think straight a lot of talk about invasion of the "sanctity of professorial independence" and violation of the "constitutional right of free speech." Columbia's action is neither the one thing nor the other. Mr. Cattell and Mr. Dana enjoy to-day the same freedom of speech that they enjoyed before the axe fell; they are at liberty to indulge themselves in just as great "professorial independence" as ever—but they can not hide behind Columbia's mantle in the hours of their indulgence. That is all.

The offenses of which Mr. Cattell and Mr. Dana have been found to be guilty had no connection with their duties as instructors at Columbia. If it is their defense that they were only exercising their prerogatives as citizens, the answer so far as Columbia is concerned is that they can continue to exercise their prerogatives as citizens. If in the future they choose to offend against American patriotism—if, perchance, they overstep the bounds, as persons of German sympathies or of shallow pates are apt to do—they will be cared for by public sentiment or by the processes of the law. Columbia, however, has washed her hands of them and is well rid of them.

Now that Columbia has set the example, it is to be hoped that every other institution that has had similar experience with members of its teaching force will follow suit. Especially is it important that those responsible for primary education see to it that the wellsprings of the schools of this land are patriotically pure. There should be a searching of text-books and a searching of hearts. The experience of Chicago and of some other cities has shown that

during the last decade there undoubtedly has been a systematic effort to pollute American education in the interest of Prussianism.

This is no time for halfway measures. Sentimentalists must understand that as patriotic Americans are giving of their blood and their sacrifice and their treasure, so must there be surrender of some of the prerogatives of peace for the good of the nation. Above all, there must be a clear line drawn between the legitimate freedom of speech and the indiscriminate license which masquerades as freedom of speech. As is told in the *Herald's* Washington despatches, the Department of Justice is taking steps toward a systematic crusade against all classes and types of seditionists. It does not come too soon.—New York *Herald*.

A SHAMEFUL EPISODE

THE expulsion by Columbia of Professors James McKeen Cattell and Henry Wadsworth Longfellow Dana places a black and ineradicable stain on the name of that institution. Indeed it casts a reflection upon the American university as a whole. It is a direct violation of that academic freedom which should be the cornerstone of American institutions of learning.

The offense of Professor Cattell, for over a quarter of a century professor of psychology, was that he had written certain members of Congress urging them to support a measure against sending conscripts to fight in Europe against their will.

If sober-minded and intelligent men can find in these facts justification for the dismissal of a long-honored and distinguished teacher, it is surely evidence of war's horribly perverting effect on human mental processes. What matter that we disagree, or that Columbia disagrees, or that the majority of the people of the United States disagree with the wisdom of the bill which Professor Cattell urged congressmen to support?

Such a bill had been introduced in Congress. It was the inalienable privilege of any American to write to his congressman or any other congressman about it. There is no law nor moral principle nor rule of propriety which prevents a man from so doing; Professor Cattell was wholly within his rights.

Professor Dana's expulsion was due to his membership in the People's Council, a body which has been anathematized by most of the newspapers and many small officials with the connivance of the administration. We hold no brief for the People's Council, but we have yet to find evidence that either collectively or individually its members have violated any laws —while its persecutors, incidentally, in their treatment of this group, violated several of the nation's constitutional guarantees. The President's reply to the Pope, we are told, has the council's unqualified backing.

What are we coming to? These two victims of intellectual bigotry are not even "pro-German." They come of old Anglo-Saxon families, of distinguished forbears. They broke no laws. But because in their private lives they have been guilty of expressing their views, of speaking their convictions, they are branded and labeled by implication as traitors and expelled from our largest university.

It is our largest university in point of size. It is the most pitifully small in point of everything which should go to make a real American university—a seat of learning, democracy, and intellectual liberty, of wisdom, of tolerance.

But this was not Columbia's first offense. She has been flagrantly guilty in the past. Four weeks before the Russian revolution broke upon an astonished world, Columbia (whose ancient title of King's College takes on new significance) debarred Count Ilya Tolstoi from speaking because he was "too radical." And now President Nicholas Murray Butler and his pious trustees are blandly "rooting" with the rest of us that the radical Kerensky and the other revolutionists may keep a firm hold on the Russian helm in our common fight for democracy.

The blame for Columbia's policy may be laid fully at the door of President Butler, a thorough reactionary, a lip-pleader for democracy, who has no real conception of or love for the true meaning of that word.—Boston *Journal*.

BOOKS AND LITERATURE

School Efficiency. By HENRY BENNETT EASTMAN, Professor of Education, College of William and Mary. Ginn & Co., Boston. 1917. 12mo, pp. 374. Bibliography. Index. Cl. Price $1.25.

This illustrated book of modern methods in school management is a good example in bookmaking of the well-known format of the publishers. It happens to be also the first book yet published that deals with the highly specialized topic of school management not only in principle but also in detail in almost complete isolation from pedagogy as such. We are not told that "the way to secure good discipline is to teach well," which evades the question. On the contrary, we are given in amazing variety the methods and the devices by which to secure the efficient school through management, as though instruction might be almost wholly ignored. The more one reads the book and thinks about it, the more one realizes that there is a deal of truth in this point of view and outlook upon the problems of education. For this reason, the author has found an opportunity to prepare a thought-stimulating book, and he has developed his opportunity into a distinct success.

Of course, the book deals with many familiar themes, such as grounds, buildings, heating, lighting, sanitation, marks, grading, programs, schedules, but the novel viewpoint and the fresh mode of treatment make this anything but a review of what others have often said as well. As the book proceeds, the discussion reaches ever higher and higher ground, and becomes more and more helpful as well as original. One paragraph is entitled "teacher-courage," and its finely democratic spirit is the key to the whole theory presented here, which is that the school exists to make boys manly and girls womanly, and both fit to live on equal terms as free, self-reliant citizens of this republic.

We need to multiply schools, to extend their courses and their influence, and to improve them in quality, so argues the author; and he undertakes page by page to show how these needs may be supplied by wise and energetic management. Nothing is too small to be ignored; he deals with clean hands. Nothing is too intimate not to be inquired into by the teacher; he deals with vice. Nothing is too big to be sought by the school manager; our author deals with the universal school—for all ages, kinds and grades of men, women and children.

Most of the chapters have additional readings suggested from a well-selected group of educational writers.

It is a conventional thing to say of a book that it "fills a long-felt want"; this one does not. It fills a vacancy that very few other educators have ever noticed, the need of a book that environs a single point of interest in education with light and help from all quarters. Here the various lights are focalized admirably upon the topic of making schools efficient by competent management.

COLLEGE OF WOOSTER W. E. CHANCELLOR

THE UNIVERSITY OF MINNESOTA AND PROFESSOR SCHAPER

PROFESSOR WILLIAM A. SCHAPER, for the past sixteen years professor of political science in the University of Minnesota, was dismissed by the regents on September 13. Professor Schaper has prepared the following statement:

I have been urged by my former colleagues on the faculty of the university, by former students and by many citizens to issue a statement to the public, making clear my side of the case and to protest against the treatment given me by the board of regents.

The first intimation that I had, or that any member of the department of political science had, that my conduct as a teacher or as a citizen was being complained of was at ten minutes to three, Thursday, September 13. At that moment I met the president of the university on a campus street and was told that the regents wanted to see me about a matter presented to them in a letter from the public safety commission. I was not informed what the charge was or who made it, but was advised in a very friendly manner to tell the regents "frankly just how I felt."

I was on my way to my office, where I have been engaged this summer doing some outside work on city charters for two cities that em-

ployed me to assist their charter commissions. In a few minutes the formal summons came by phone to appear before the regents, who I learned were in session. On my appearance President Snyder stated that a member of the public safety commission had transmitted a list of names of members of the faculty in July, asking that they be investigated or watched. This list had been sent to the safety commission by an informer whose name has not been revealed to me. I asked if there were any charges against me and received the reply: "There are none."

President Snyder then said if there were any men on the faculty guilty of disloyal conduct they ought to be gotten rid of so far as he was concerned. He then asked me to make a statement of my position. . . .

Of course this is war time and individuals who stand in the way must be sacrificed for the public good. That in principle I admit. The only question I wish to raise is this: Did I actually stand in the way and was this the proper method to proceed against a member of the university faculty, even under existing circumstances?

Admitting that there are many thousands of American citizens who hold the view I do and who are now struggling desperately to maintain their self-respect and their manhood and at the same time do their duty to this country, is it in the public interest to crush by force and silence every one of them holding a teaching position? Is it not reasonable to suppose that in a university faculty of some 400 or 500 members you will find all the various views that are held by American citizens generally? Should we not welcome men of the most diverse opinions in our universities and depend on the truth being winnowed from the chaff by the clashing of personal opinions? I had supposed that this was the very first essential of democracy. To ruthlessly crush under the heel of authority all holding private opinions contrary to those in power is not and can not be a wholesome or a permanently successful policy in this country. I am too American, in spite of my German blood, to believe that.

It is a fact that the faculty is not of one opinion, now that I have been removed. On the contrary, those I fought hardest on the war question were the first to protest against the treatment accorded to me. There is no progress where there is dead monotony of opinions. Are truth and democracy such delicate plants that they must be guarded by the iron heel of authority?

From the point of view of a man of my profession, the Regents committed a blunder by passing directly upon my case in such ruthless haste. The proper way to have proceeded was to have lodged a complaint against me and referred the matter to the faculty for investigation and report. Then, with that report before them and with due notice to me to present my case, they should have passed finally on it. The precedent established in my case will surely return to plague the Board of Regents and hinder educational development in the future, and it does nothing to clarify public opinion on the war. It only arouses resentment and bitterness for those in authority in many new quarters.

As a matter of fact, did I attempt to force my views on others? As chairman of the department and founder of it, I had a free hand to nominate men for positions in the department of political science. There is not a man employed in our department whom I did not nominate for appointment, and no one suggested by me has ever failed of appointment by the Regents. Last year we had two of Irish extraction, one a Canadian, who retains his citizenship in his country to-day, two of German extraction, two of Norwegian parentage, and one of Polish. We never met to discuss the war because we could not have heard each other because of the din that our clashing opinions would have aroused. No two of us agreed on any of the burning issues of the war in all or even in essential particulars. Yet what was the result? One of our men was in charge of the registrations under the conscription act in my precinct, the three men of military age, one of German, one of Irish and one of Polish extraction, volunteered

their services to the military authorities and one at least has obtained his commission. This proved conclusively the correctness of my contention.

In view of these facts, am I a disloyal American citizen, no matter what my private opinion may be about the great issues of this war, matters which will be in dispute for a generation and perhaps a century, and about which no individual's personal opinion can be worth very much? Yet, in the long, painful process of distilling the truth, each one's contribution, however slight, and in and by itself erroneous, is all important.

COLUMBIA UNIVERSITY AND PROFESSOR CATTELL

PROFESSOR J. MCKEEN CATTELL has made a statement concerning his dismissal by the trustees of Columbia University from the chair of psychology which he has held since 1891, which, as printed in the daily press, is as follows:

It is contrary to the academic traditions of six hundred years to dismiss a university professor on account of his opinions expressed in a proper way to experts in the subject. It is illegal to dismiss a professor in the middle of the academic year on false and libelous charges, without payment for the year and without the pension which he had earned by twenty-six years of service.

I am opposed to war and to this war, but I have undertaken no agitation against the government nor against its conduct of the war. I have written nothing against the draft or against sending armies to Europe, although I regard both measures as subversive of the national welfare.

It is because I care for my country that I deplore its entry into a war of aggression and the government's policy of strangling democratic principles at home. I have in the journals that I edit done what I could to promote national efficiency. I am a member of the Psychology Committee of the National Research Council and spent a large part of last week drawing up for the War Department plans for the scientific selection of aviators.

In August, 1914, when President Wilson was telling us to be neutral in thought as well as in speech and in act and Mr. Roosevelt and Dr. Nicholas Murray Butler were "pussyfooting," I wrote in one of the journals that I edit:

> The official German justification of the mad and wanton European war is that it is in defense of the Teutonic culture and people against the semi-Asiatic and barbaric Slav hordes. The verdict of history will probably be that it was a war of calculation for caste and national aggrandizement, and a war of miscalculation. The German emperor and his bureaucratic military entourage probably held that the time was ripe for an extension of German influence in the Balkans and towards Asia Minor with an increase of its African possessions at the expense of France. But it is not clear why, if the serpent was prepared to use its fangs, it did not show its alleged wisdom. . . . We may look for a second Napoleon the little rather than for a second Napoleon the great.

In June, 1917, I began a letter to the New York *Evening Post* with the words:

> An emperor, driven by the militaristic and capitalistic classes of his people and "by God demented," must accept responsibility for the great crime.

The letter that I wrote on August 23 to members of the Congress, on account of which I have been dismissed from the chair of psychology at Columbia University, asked support for a measure then before the Senate and the House to prohibit sending conscripts "to fight in Europe against their will." There is no law requiring or permitting the President to send "conscientious objectors" to fight in Europe. To do this would be contrary to the intent of the constitution and to the uniform policy of the nation. It would provide a less efficient army and might cause disorder and possible revolution at home. Surely this should not be done without careful consideration by the Congress after efforts to learn the will of the people. I have only exercised the constitutional right and fulfilled the duty of a citizen in petitioning the government to enact legislation which I believe to be in the interest of the nation. For this I am dismissed from the Division

of Philosophy, Psychology and Anthropology which I have made the strongest in the world. Professors in every university are terrorized, so that they dare not exert their influence for peace and good will.

The people of all the European nations long for peace, but are kept at war by the kleptocratic classes. In spite of the institutions and the instincts which we have inherited from a barbarous past, I believe that our people have no heart for this war into which they have been driven. But even if the nation should become a mob mad for war, it is none the less the business of each of us to do what he can for righteousness as he sees it. If that is forbid by force, then indeed we need a new national anthem, such as Shelley once wrote for England:

> God prosper, speed and save,
> God raise from England's grave
> Her murdered Queen!
> Pave with swift victory
> The steps of Liberty,
> Whom Britons own to be
> Immortal Queen.

PROFESSOR BEARD'S LETTER OF RESIGNATION FROM COLUMBIA UNIVERSITY

October 8, 1917

DR. NICHOLAS MURRAY BUTLER,
President Columbia University:

Dear President Butler: Having observed closely the inner life at Columbia for many years, I have been driven to the conclusion that the university is really under the control of a small and active group of trustees who have no standing in the world of education, who are reactionary and visionless in politics, narrow and mediæval in religion. Their conduct, to use the language of a resolution adopted last spring by one of the most important faculties, "betrays a profound misconception of the true function of a university in the advancement of learning." How widespread and deep is this conviction among the professors only one intimately acquainted with them can know.

If these were ordinary times one might more readily ignore the unhappy position in which the dominant group in the board of trustees has placed the teachers, but these are not ordinary times. We are in the midst of a great war and we stand on the threshold of an era which will call for all the emancipated thinking that America can command.

As you are aware, I have, from the beginning, believed that a victory for the German imperial government would plunge all of us into the black night of military barbarism. I was among the first to urge a declaration of war by the United States, and I believe that we should now press forward with all our might to a just conclusion. But thousands of my countrymen do not share this view. Their opinions can not be changed by curses or bludgeons. Arguments addressed to their reason and understanding are our best hope.

Such arguments, however, must come from men whose disinterestedness is above all suspicion, whose independence is beyond all doubt, and whose devotion to the whole country, as distinguished from any single class or group, is above all question. I am convinced that while I remain in the pay of the trustees of Columbia University I can not do effectively my humble part in sustaining public opinion in support of the just war on the German Empire or take a position of independence in the days of reconstruction that are to follow. For this reason I herewith tender my resignation as professor of politics, to take effect on the morning of Tuesday, October 9, 1917.

I can not find words to convey to you what it means to sever close ties of so many years' standing. Above all do I regret to part from my colleagues.

As I think of their scholarship and their world-wide reputation and compare them with the few obscure and wilful trustees who now dominate the university and terrorize the young instructors, I can not repress my astonishment that America, of all countries, has made the status of the professor lower than that of the manual laborer, who, through his union, has at least some voice in the terms and conditions of his employment.

Holding his position literally by the day, the professor is liable to dismissal without a hearing, without the judgment of his colleagues who are his real peers. I am sure that when the people understand the true state of affairs in our universities they will speedily enact legislation which will strip boards of trustees of their absolute power over the intellectual life of the institutions under their management.

In severing relations with my employers I do not leave the great republic of Columbia students, alumni and professors. With them I have ties that can not break while I live. And to you, sir, I am deeply indebted for the courtesy and thoughtful consideration that I have always received at your hands.

Yours sincerely,

(Signed) CHARLES A. BEARD

EDUCATIONAL RESEARCH AND STATISTICS

AN INVESTIGATION OF SOME OF THE CAUSES OF ELIMINATION FROM THE HIGH SCHOOLS OF SOUTH DAKOTA

IN October, 1910, a questionnaire was sent out to the high-school principals of South Dakota to be answered by the students in the four grades in the high school. It is a source of very great pleasure to know with what promptness and painstaking care the high-school men of the state responded to the request for this information and the honesty and straightforwardness with which the students gave the answers to the questions. Their kindness in this matter has made it possible to give to the educational public of South Dakota some facts relative to conditions under which students in the high schools of the state are doing their work. There may not be much of value in the following per cents. and certainly nothing distinctly new, for some such work as this has been done in other states, but it will enable us who are here in the field to know what the actual conditions are. These facts are given out not to prove or refute any one doctrine or dogma in education, but are presented with the hope that those into whose hands they fall will interpret them in the true light of their significance.

The form of the questions sent out on a small card are:

Age .... Year in high school .....
Number of courses you carry .....
How many in the family or home circle?.....
Amount of time spent on preparation of your lessons outside of school hours .....
How many evenings per week are you at home? .....
How many times do you go to the "movies" per week?.....
Do you have a private room in which to study? .....
Do you have any one to help you prepare your lessons?.....
At what time in the day is your best time for study?.....

For the large number of students in the state it took quite a long time to tabulate the answers and to work out the per cents. in each item for each school. To give these per cents. in detail would be too cumbersome and uninteresting, consequently the figures that indicate the tendency in each item for the entire state.

For purposes of convenience of comparison those items which are more closely related are given together in the same group.

Table I. needs but little comment. Taking the accelerated column, there is a gradual increase of the number of accelerated students from the freshmen year to the senior. This would evidently mean that the best students remain in school and the weaker ones drop out. The retardation column may be explained the same way. Those farthest behind in the race drop out in the advanced work. The reasons for this dropping out are various and can not be checked or accounted for by a removal of one factor. This problem of elimination touches or involves so many of our educational problems which are being brought to the surface at the present time, such as curriculum, supervised study, vocational courses and "discipline." We can not in justice lay the process of elimination to any one or any one group of problems. There are

many economic factors entering into the process. One of the first factors to be considered is the lack of a proper attitude on the part of the student and the creation of a proper one. It seems to me that the most important duty of teachers in high schools is the creation of suitable attitudes in the students. If this is done the student may overcome many other less important difficulties. We may create

TABLE I

	Accelerated	Normal	Retarded	
Freshmen.....	9.4%	62%	27%	28.2% of freshmen drop out at end of 1st year.
Sophomore...	12.6%	68.4%	19.5%	12.8% of sophomores drop out at end of 2d year.
Junior.....	13.8%	69.5%	22.2%	14.07% of juniors drop out at end of 3d year.
Senior.....	16.5%	66.1%	16.6%	45.4% of high school students drop out from entering freshmen to completing senior.

TABLE II

	Number of Courses Students Carry, Per Cent.		Number of Study Hours Out of School, Per Cent.		Private Room, Per Cent.		Help in Preparing Lessons, Per Cent.	
	4	5	1	2	Yes	No	Yes	No
Freshmen.....	87.5	9.5	89.6	31.6	42	57.9	23	76.7
Sophomore...	81	15.5	89.9	37.5	43	56.9	19.6	80.4
Junior.....	73	24.2	89.9	36.7	49.3	50.7	10.3	89.7
Senior.....	64.5	30.1	89.9	40.4	49.8	50	6.7	43.2

almost any kind of an attitude and fortunately it may be changed. Of course this depends so much upon the skill, efforts and personality of the teacher. Home environment is an important factor, as will be seen by examining the accompanying tables. Lack of mentality too, must be taken into account in any study of elimination. But here often a supposedly weak intellect is normal. It fails to have an attitude other than that of indifference. The home environment is a large factor in helping to create an unfavorable attitude toward school and its tasks.

Table II. is significant when we take into consideration the task to which the student sets himself and the amount of study with which he expects to accomplish this task. It will be observed that 87.5 per cent. of the incoming freshmen choose to take only four subjects and 9.5 per cent. choose five. The per cent. of those taking five rapidly increases from 9.5 per cent. to 30.1 per cent. in the senior year. About 90 per cent. of the students in all the years of the high schools of the state study at least one hour outside of school hours and in the freshman year 31.6 per cent. study two hours. Those that study two or more hours increase very perceptibly to 40.4 per cent. in the senior year. This would seem to call for supervised study, especially when the student first begins to study, at the beginning of the seventh grade—the junior high-school period.

Again, the students having private rooms in which to study increase from the freshman to the senior year and of course those having no place to study out of school decrease in like proportion. This would seem to indicate that the lack of a suitable place to study is a factor in elimination. Those that are not so fortunate tend to drop out. Students that receive help show a marked decrease from the freshman to the senior year. Per cents. show that they get help from the freshman year on, but so often the help is almost as bad as if they had received none.

TABLE III

	Prepare Lessons in School, Per Cent.	Prepare Lessons Out of School, Per Cent.	Best Time for Study in Morning Early, Per Cent.	Best Time for Study in Afternoon, Per Cent.	Best Time for Study in the Evening, Per Cent.
Freshmen.....	48.4	51.5	67.2	14	18.6
Sophomores.....	39.7	60.2	64.4	13.5	21.9
Juniors.....	45.3	54.6	70.2	10.6	19.1
Seniors.....	46.1	53.8	66.8	12.5	20.6

There is evidence to cause one to believe that the farther back in the grades we go the greater would be the per cent. of those receiving help. There is no more forceful argu-

ment that the junior high school is really the place to have supervised study than this one fact. As the student advances in the grades the less need will he have for assistance along this line. He learns to study and should not be supervised too much, though he needs a diminishing amount all the way through his school course.

Table III. also throws some light on the study habits and environments of students. Those that prepare their lessons in school are in each year fewer than those that prepare the work out of school, and the number increases, too, as we approach the twelfth grade. This is an argument for a longer school day, if it is desirable that students should do their work at school and under the supervision of a teacher. It appears to me that the present condition so far as the amount of study out of school is concerned is more desirable than to have any less home study. The spirit and idea of home study certainly should be fostered even more than at present. That the student carries away the habit of home study after he has finished school should be one of the objects and ideals of school. We can not become educated in the short time that we are in school and if we are to profit greatly by our school days it is in the form of study-habits that we carry away with us, the spirit of investigation, the tools for acquiring knowledge and some degree of skill in using them. The schools can not make experts. Experience alone can do that. The school can give us habits of study, methods of attack and principles.

The part of this table which gives the best time for study is about what we should expect, for it has been worked out before. It does indicate, however, that the best time for study is when the school is not in session and that of all times the period that the student is in school is the least desirable, unless the morning period of the school could be devoted to a study period.

No one who is abreast of modern educational thought could for an instant think there should be no supervised study. It is a deplorable fact that large numbers of students get through high school and, what is worse even, college or university, without knowing how to study economically. They all have a method, to be sure, but what about the method! The idea of supervised study may be and often is carried too far. The best time for study is in the morning and evening after dinner. This best time for study should not be wasted or frittered away. We should never arrange work of high-school students so that there would be no need of some home study, or some outside study in addition to the supervised periods. They need something to do to keep them at home. What is better than the preparation of their assigned work? I do think students should be taught a method of study, how to approach a problem but they should be left alone to *do the* problem. The place for teaching how to study should be in the junior high school. That is evident from the fact of the excessive mortality in the first or ninth grade of the high school. The only excuse for having supervised study in the high school proper at all is because the idea is apparently new and those now in the high schools have not been, some of them at least, taught proper methods of study. When the junior high school gets well established and students there are taught how to study effectively, I can see no reason for having high-school students interrupted from an independent prosecution of their individual tasks.

TABLE IV

	4 in Family, Per Cent.	5 in Family, Per Cent.	At Home No Evenings, Per Cent.	At Home 4 Evenings, Per Cent.	At Home 5 Evenings, Per Cent.	At Home 7 Evenings, Per Cent.	At Movies 1 Time Per Week, Per Cent.	At Movies 2 Times Per Week, Per Cent.
Freshmen.....	96	64	3	24	56.6	11	74	29
Sophomores..	82.3	65	2.5	24.5	46.6	10	76	29
Juniors.....	79.8	55.8	4	26	42	5.9	66	34
Seniors.....	84	62.8	6.7	25.7	41	5.2	84	16.7

But for the present, it is fitting and needful that the high school take special pains to teach proper methods of approaching difficulties; it should stop there at that point and let the student actually meet the difficulties. We should

not make the idea of supervised study a fetish, just as we have "efficiency," and thereby kill the very man or intellectual building qualities that the schools were established to foster. We are too prone to think of supervised study, as we do about a lot of other new ideas or phrases which come and swiftly pass, that it is something mysterious and a panacea for all our educational shortcomings. It is a splendid thing and very necessary, but should direct the student immediately at the time of his entering upon systematic study—the junior high school. It is little more than a laboratory method of dealing with definite problems. Sciences that use the laboratory method have always been supervising the student's work. To have all work carried on by that method it requires laboratory equipment in all branches —for history, English, etc., a suitable library is necessary. The aim of teaching students to study is to give them the method of science, and science is nothing mysterious. I have heard supposedly scientific men talk as if there was something inherent in certain classes of matter that makes it "science." Science is only a method. Any kind of study may or may not be scientific.

Table IV. may not appear to have any close connection with most of the rest of the data here presented, but an examination of it will show the relation of those items to the causes of elimination. It will be observed that the size of the family has something to do with students that drop out of school. The larger families are represented in the freshman class and the percentage of large families decreases to the senior year just as those who do not have a private room in which to study decrease from freshman to senior. Evidently those from larger families do not have a place in which to do effective work and show a tendency to drop out as the years of school advance. What is needed to be done by the school is to furnish a place for students who do not have a suitable place at home in which to prepare their lessons; thus it would remove one stumblingblock which might cause some to leave school on account of failing. The varying per cent. is more marked for larger families. Some reported twelve in the home circle. These larger families were represented in the freshman and sophomore classes. The two classes with four and five in family were selected because they contained the largest percentage of the whole number of students. It would be interesting to see what conditions are below the high school in this connection.

The items, the number of times students are at home and the number of times at the movies are about what one could expect. There are a very few, only 3 per cent., of the students who are out every night in the week in the first year. This per cent. increases from freshman to senior year. The number of those who are at home every night is small and decreases up to the senior year.

The moving-picture show is here to stay, or at least some form of it, and it is not only a good thing, but a necessity. Like nearly all good things, it is mingled with some undesirable features. More than three fourths of all the high-school people of the state go to the movies at least once per week and almost half of this number go twice or even three or four times per week. This is not to be lamented. It would be better if all could go at least once per week, if the pictures could be classified and graded. Managers of these amusement institutions would be very glad to have assistance along this line from parents and school authorities if the proper cooperation in the community is secured. In this strenuous age even students need some diversion of this kind, but it should be wholesome.

It appears from this study that among the factors that cause such a large per cent. of students to drop out of school so early in the course is a lack of a suitable place to study, the number in the family, the absence of a proper effective method of study and of course the usual economic conditions that have always been offered. This method of study should be acquired in the years before entering high school proper, that is, in the junior high school or seventh, eighth and ninth grades.

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